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ABSTRACT

The National Institute on Early Childhood Development and Education (ECI) was established by the U.S. Department of Education to carry out a comprehensive program of research, development, and dissemination to improve young children's learning and development. This directory contains information on the programs and projects funded by ECI in fiscal year 1997. The directory's 10 sections are: (1) "About the Institute," which describes the Institute's origins and mission; (2) "The Institute Centers Program," which discusses a program and project designed to provide a stable foundation for long-term research and development on the core child development issues; (3) "Field-Initiated Studies Program," which describes a program and projects that provide assistance to a variety of institutions, organizations, and individuals for educational research and demonstration projects related to the Institute's mission; (4) "21st Century Community Learning Centers Program," which describes a program and projects that support work in rural and inner city local education agencies to enable them to plan, implement, and expand community learning centers; (5) "The Institute's Sponsored Projects Program," which discusses a program and projects supporting research efforts of immediate need that cut across the interests of one or more institutes or federal agencies; (6) "Ready-To-Learn Television," which describes a program to provide assistance for the development of educational and instructional video programming for preschool and elementary school children and their parents; (7) "Jefferson County's Project Jump Start," which describes a program designed to support a district-wide program to coordinate existing Title I, local education programs, and Head Start services; (8) "ECI Contact Directory," which lists staff members' telephone numbers and email addresses; (9) "State Listing of Projects"; and (10) "Alphabetical Listing of Projects by Organization." (LPP)

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National Institute on Early Childhood
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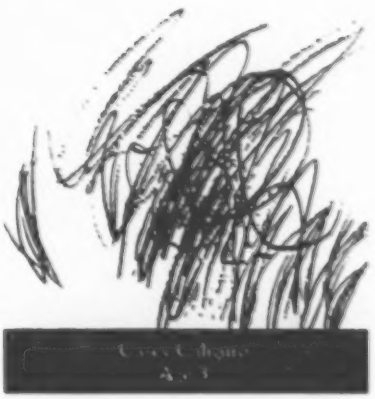
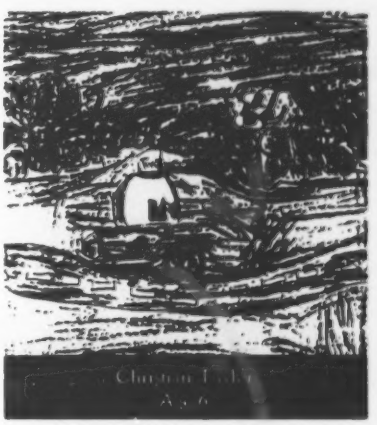
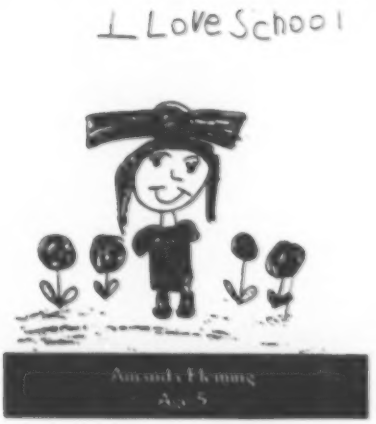
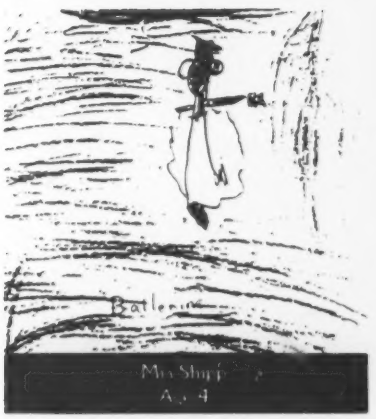
Directory of Projects, 1997









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FOREWORD

The National Institute on Early Childhood Development and Education was established in October 1, 1995. Our mission is broad--to promote research, development, and dissemination activities to identify new methods and approaches to improve young children's learning and development. Because young children are not necessarily in school, we try to maximize the role of parents and form partnerships with community and church groups, social service and health care agencies, and other organizations in hopes of augmenting the impact of new knowledge on young children's lives.

This is an exciting endeavor and one that has a tremendous impact on the future of young children, their families, and the future of our country. By assuring that the adults who nurture our nation's very youngest citizens receive the best possible information and knowledge, we will amplify the potential of young children everywhere. Early success leads to later success-- in school, in work, and in life. No other educational effort can have as great an impact on the lives of young people.

We are proud to be a part of this effort. Our partners, the projects and programs we fund whose work adds to the knowledge base on how to improve young children's learning and development, are listed in this Directory. This Project Directory contains information on all of the grants and projects funded through the Institute in Fiscal Year 1997. Since our funding changes regularly, we will update this Directory every year. We hope that you take an interest in the projects listed here, and that you will follow them as the results of their work are made known. For more information not contained in the Directory, either call the contact person listed, or visit our home page at www.ed.gov/offices/OERI/oeribro.html#ECI.

Naomi Karp
Director
National Institute on Early Childhood Development and Education

June 1997

About the Institute

Who Are We?

The National Institute on Early Childhood Development and Education (ECI) is in the Office of Educational Research and Improvement of the U.S. Department of Education. ECI was created to carry out a comprehensive program of research, development, and dissemination to improve early childhood development and education.

What Do We Do?

The Institute sponsors coordinated and comprehensive research, development, and dissemination activities that will investigate factors, including services and support, to improve the learning, cognitive, and social-emotional development, and general well-being of children from birth through age eight, and their families.

The Institute sponsors comprehensive and challenging research that investigates the most effective strategies and practices which:

make children's transitions as smooth and supportive as possible--transition periods from infant to toddler, toddler to preschooler, and preschooler to early elementary school student;

empower families;

enhance the healthy development of young children;

promote the development of a competent, well prepared early childhood workforce; and

encourage collaboration at all levels--families, educators, communities, and policy-makers.

Visit Our Web Site

Visit our Home Page at www.ed.gov/offices/OERI/oeribro.html#ECI

THE INSTITUTE'S CENTERS PROGRAM

The National Educational Research and Development Center Program provides assistance to institutions of higher education to conduct centers that will carry out sustained research and development to address nationally significant problems and issues in the education of children from birth through age eight.

This program provides a stable foundation for long-term research and development on the core issues and concerns regarding the development and education of young children. Currently, ECI supports one Research and Development Center.

The National Center for Early Development and Learning

Contact: Don Bailey
Frank Porter Graham Child Development Center
105 Smith Level Road
Chapel Hill, North Carolina 27599-8180
(919) 966-4250

The National Center for Early Development and Learning conducts research that will improve young children's learning and development by: identifying effective strategies for working with young children and their families; determining the state of the nation on critical issues in early childhood practices; developing partnerships with diverse constituencies; synthesizing knowledge and recommending future research directions; and translating research to practice and disseminating information to diverse audiences. The Center has six strands of research activities:

1. *Early Child Care Quality Strand* - Investigates: to what extent quality in early childhood programs for 3- and 4-year-olds affects school performance and behavior by second grade; what strategies are most effective for improving the quality of child care; what early educators consider to be quality practices and what they see as the barriers to achieving quality; what are the dimensions of quality in early intervention programs for infants with disabilities; and whether variations in quality result in variations in outcomes for infants with disabilities.

2. *Kindergarten Transition Strand* - Identifies: how early childhood experiences at home and in preschool settings influence children's transitions to kindergarten; the most prevalent kindergarten transition practices in America's schools; what teachers perceive to be the most important transition practices, and the barriers to their implementation; the state of research knowledge on kindergarten transitions and the important priorities for research and practice; and how relationship-focused programs affect transitions to kindergarten.

3. *Ecological Intervention Strand* - Examines: the unique risk factors associated with infants who have failure-to-thrive syndrome, young children who have early onset of aggressive and antisocial behaviors, and children whose families have low literacy levels; the intervention models currently used with these populations; and whether new, family-centered, community-based models of supports and services reduce risk factors and improve outcomes for these three populations of young children and their families.

4. *Early Childhood Policy Strand* - Determines: the major policy issues affecting young children and their families; how states establish and implement policies in the identified areas; and what factors facilitate or inhibit the implementation of effective policies related to young children's learning and development.

5. *Statistical Modeling of Extant and Project Data Strand* - Evaluates: how existing data sets can be used to answer new questions about early childhood development and child care practices; and the most appropriate statistical methods for analyzing complex longitudinal and cross-sectional data on young children, families, and intervention programs and models.

6. *Translation of Research to Practice Strand* - Develops and evaluates: effective strategies for disseminating research findings in different formats to diverse audiences; interprofessional development strategies and materials, using cases, technology, and other innovative means; and models for meaningfully involving families and practitioners in the research, evaluation, and dissemination activities of the Center and its collaborative sites.

New Knowledge To Be Gained: The research of the National Center for Early Development and Learning will provide early educators, policy makers, researchers, and families with new information about (1) the effects of the quality of early childhood services on children's later success in school; (2) childhood transitions and the factors that affect them; (3) how family-centered, community support systems can provide effective interventions for children at-risk; (4) how to effectively implement policy decisions at the state and local level; (5) how available data and statistical methodology can best be used to understand early childhood issues; and (6) how best to impart information on early childhood issues so that it can be most useful to those who need it.

OERI/ECI Contact: Naomi Karp, 202-219-1935
Award # R307A00004
Project Period: 3/2/96-2/28/01

FIELD-INITIATED STUDIES PROGRAM

This program provides assistance to institutions of higher education, state and local education agencies, public and private organizations, institutions, agencies, and individuals for educational research and demonstration projects related to the mission of the National Institute on Early Childhood Development and Education.

Supporting Young Children's Readiness for School Mathematics Through a Pre-Kindergarten and Family Mathematics Curriculum

Contact: Prentice Starkey
Sponsored Projects Program
University of California, Berkeley
336 Sproul Hall #5940
Berkeley, California 94720
(510) 642-3376

This project is studying the ways in which young children's mathematical development is supported at home and in preschool classrooms and is developing methods for enhancing young children's readiness to learn mathematics. A new culturally and developmentally appropriate prekindergarten mathematics curriculum is being tested in low- and middle-income homes and preschools.

In addition, this project is evaluating instructional approaches parents and preschool teachers can use to teach the curriculum. Teachers will learn the classroom-based component of the curriculum through workshops and a functioning model classroom. Parents will learn the home-based component of the curriculum by attending Family Mathematics classes with their children at Head Start centers or preschool programs. After class, parents will take home and use math kits containing sets of hands-on math activities provided by the Math Library. The curriculum will comprise eight topical units, each with a range of informal math activities and accompanied by concrete materials. Activities will be grounded in the rich, research knowledge-base on young children's developing mathematical cognition and informed by the National Council of Teachers of Mathematics Standards (1989) as applied to mathematics curricula for lower elementary school.

New Knowledge to Be Gained: By helping parents and preschool teachers provide a broad base of support for children's early mathematical development, the project's aim is to ensure that children can begin elementary school with the critical foundation in mathematics that is needed for math educators to implement the evolving school mathematics curriculum.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award # R307F60024
Project Period: 10/01/96-09/30/99

Assessing the Effectiveness of Early Parenting Education and Support Through Home Visiting for Families With Young Children

Contact: Mary Wagner
Director
Center for Education and Human Services
SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
(415) 859-2867

This project supports the measurement, analysis, and reporting of the impact on children and families of the Parents as Teachers (PAT) Program from enrollment through children's second birthdays in two urban sites. Parent knowledge, attitudes, and behaviors; parent-child interactions; early child development; and later school readiness, attendance, and performance are among the outcomes that are being assessed. This study is the first step in a larger national program of research to evaluate the short- and long-term impacts of PAT using a multi-site randomized experimental design. Fund-raising activities are under way with other potential sponsors to support research in additional sites and for the extended study period desired.

New Knowledge To Be Gained: At the end of the three-year funding period SRI will have information on the effectiveness of the PAT program in supporting families in low-income and urban areas to promote the development and well-being of their children. Knowledge will be gained regarding how the results of the program vary for families with different experiences of PAT (e.g., varied levels or lengths of service, changes in parent educators vs. a stable relationship, attendance at group meetings vs. home visits alone).

OERI/ECI Contact: Donna Hinkle 202-219-2172
Award No: R307F60074
Project Period: 09/15/96-09/14/99

Improving Educational Readiness Through Theory-Based Interventions Focused on Enhancing Resilience for Our Youngest At-Risk Children

Contact Person: Mark Innocenti
Early Intervention Research Institute
Utah State University
CPD Annex #1
Logan, Utah 84322-6580
(801) 797-2006

The current home visiting model is based on a deficit model. The home visitor shows parents what is wrong with their children and provides guidance on how to correct the problem. Utah State University is designing, implementing, and evaluating the effectiveness of a different model-- a paraprofessional home visiting model based on the concept of resiliency and related child development theories. This project is testing a resiliency model which is based on preventive intervention that will reduce the probability of later child behavioral and academic problems. This project is in collaboration with Utah's Families, Agencies, and Communities Together (FACT) Prenatal to Five Project, an ongoing, state-funded program that targets environmentally at-risk children, prenatal to age five, and their families. The primary outcome will be a secure attachment between each caregiver and child. Home visitors trained in a resiliency-based model will identify and facilitate intervention strategies that promote secure attachments between caregiver and child. Strengthening child outcomes at these early ages will have longitudinal benefits that result in fewer behavior problems and better academic skills.

New Knowledge To Be Gained: This project will provide detailed information about what happens during home visiting interventions. In addition, it will provide several contributions to theory, the knowledge base, and the effectiveness of different intervention approaches for children environmentally at risk.

OERI/ECI Contact: James Griffin 202-219-2168
Award No: R307F60047
Project Period: 10/01/96-09/30/99

Early Childhood Education Home-School Portfolio Project

Contact Person: Jeanne R. Paratore
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School of Education
Boston University
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Boston, Massachusetts 02215
(617) 353-3285

This project is building a home-school partnership between an intergenerational literacy program serving immigrant families and an early childhood education program through the use of home- and school-based literacy portfolios. Both programs are components of the Boston University/Chelsea Public Schools Partnership. Evaluation data will be collected from 90 families of Pre-K, kindergarten, first grade, and second grade children whose parents are enrolled in family literacy classes and 90 early childhood education teachers. The data will be collected from four sources: (1) pre- and post-study questionnaires; (2) interviews with a random selection of 30 parent-teacher pairs at three points throughout the study; (3) audiotapes of conferences of 30 of the parent-teacher pairs; and (4) examination of home and school literacy portfolios.

New Knowledge To Be Gained: This project will add to existing knowledge in the area of effective home-school collaborations in early childhood education by offering strategies for immigrant families to use when learning about American schools and the ways that families can support their children's learning. Also, early childhood teachers will learn about the ways in which students and their families use literacy activities at home to better integrate school activities and build on home support to improve children's learning.

OERI/ECI Contact: Carol Sue Fromboluti, 202-219-1672
Award No: R307F60011
Project Period: 10/01/96-09/30/99

Role of Family and School in Promoting Positive Developmental Outcomes for Young Children in Violent Neighborhoods

Contact Person: Suzanne M. Randolph
Department of Family Studies
University of Maryland at College Park
College Park, Maryland 20742
(301) 405-3672

Although educators recognize the potential negative effects of community violence, there has been little empirical research examining the effects of neighborhood violence on preschoolers, the role of family and schools in mediating its impact, or the effectiveness of early childhood anti-violence interventions. To advance theory and knowledge in these areas, this study is using a sample of African-American Head Start families to: examine the effects of exposure to community violence on preschoolers' cognitive, motor, and socio-emotional development; determine the strategies parents and teachers use to protect children from violence and help them deal with violence-related stress; and evaluate the impact of a preschool-level violence intervention program involving the school and family on children's developmental skills and behavior problems.

New Knowledge To Be Gained: Findings will provide early childhood professionals and parents with strategies and an empirically-tested intervention program to help young children prepare for, and cope with, community violence.

OERI/ECI CONTACT: Joe Caliguro, 202-219-1596
Award No: R307F60099
Project Period: 11/01/96-10/31/99

Individualizing Developmentally Appropriate Practices for Preschool Children With Disabilities

Contact Person: Gerald Mahoney
Family Child Learning Center
Children's Hospital Medical Center
143 Northwest Avenue, Bldg. A
Talmadge, Ohio 44278
(330) 633-2055

The Children's Hospital Medical Center of Akron's project, entitled "Individualizing Developmentally Appropriate Practices (DAP) for Preschool Children with Disabilities," is comparing two alternative instructional procedures for individualizing DAP curricula to the educational and developmental needs of young children with disabilities. Currently, two contrasting approaches are being advocated to include children with disabilities in DAP preschool settings. One approach retains the elements of traditional Early Childhood Special Education (ECSE) practices that are believed to be essential for educating children with disabilities, and weaves these into the activities and routines associated with DAP curricula. The second approach abandons traditional ECSE practices altogether, and attempts to modify DAP curricula to accommodate the individual learning and developmental characteristics of children with disabilities. This field-based research project is examining four issues related to these approaches. First, it is looking at the impact of these alternative models on the instructional behavior of teachers including their interactive style, daily activities, Individualized Educational Plans (IEP), and the inclusion of individualized instructional activities into the daily routine. Second, it is examining the impact of these models on children's participation in instructional and social activities. Third, it is examining how these alternative approaches impact several child outcomes including IEP goals, developmental accomplishments, and parent-child interaction. Fourth, it is looking at how classroom, teacher, and child variables influence the ability of teachers to address the individual learning and developmental needs of children with disabilities.

New Knowledge To Be Gained: This project will enhance the implementation of Developmentally Appropriate Practice curriculum models with young children with disabilities and assist in enhancing the quality of the educational experiences provided to children with disabilities in mainstreamed settings.

OERI/ECI Contact: James Griffin, 202-219-2168
Award No: R307F60050
Project Period: 10/01/96-09/30/99

An Experimental Examination of the Effectiveness of Social Competence Curriculum With Toddler Age Children With Disabilities in Inclusive Programs

Contact Person: Mary B. Bruder
University of Connecticut Health Center
309 Farmington Avenue, Suite A-200
Farmington, Connecticut 06032
(860) 679-4632

This research project is examining the effectiveness of a social competence curriculum with toddler age children (22-42 months) with disabilities attending inclusive child care programs in Connecticut. The toddlers are receiving the curriculum in natural group environments in the community (e.g., day care) for 2-4 days a week. These settings are currently being used in Connecticut as early intervention placements for children of all levels and types of disabilities by the Department of Mental Retardation. A group of children who will not participate in the curriculum, but will receive early intervention in natural group environments, is being used as a comparison group. Evaluation of outcomes occur every six months, beginning when children enter the study at 24 months and exit (because of preschool placement) at 36 months. A follow-up evaluation for all children will occur at 42 months to assess the long term effects of the curriculum. Outcome measures focus on indices of child status, family status and service characteristics. Child indices include developmental measures and social competency measures. Family indices include support measures and indices of caregiver-child interaction. Service characteristics include descriptions of the intervention setting, staffing qualifications and patterns, service type and intensity (e.g., therapies) and teacher satisfaction.

New Knowledge To Be Gained: This study will provide information about the effectiveness of a social competence curriculum with toddler age children with disabilities attending inclusive child care programs. It will provide significant information on effective inclusion strategies and the development of social competence in young children with disabilities.

OERI/ECI Contact: Donna Hinkle, 202-219-2172
Award No: R307F60087
Project Period: 10/01/96-09/30/99

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

This program supports projects in rural and inner city Local Education Agencies (LEAs) to enable them to plan, implement, and expand community learning centers that benefit the health, education, cultural, social service, and recreational needs of the community. The first grants under this program were awarded in Fiscal Year 1995. Subsequent funds appropriated for this program have been used to continue these grants.

21st Century Community Learning Centers Project

Contact Person:Elvie Rhone
1819 W. Pershing Road
Chicago, Illinois 60609
(312) 535-7311

The Chicago Public schools, in collaboration with the City of Chicago, are implementing 25 schools as 21st Century Community Learning Centers in those areas designated as the Empowerment Zone. The activities being undertaken are aimed at increasing levels of literacy; sponsoring coherent programs of education, health, social services, recreational, and cultural activities; expanding school programs; increasing technology awareness and capability; increasing parenting skills; and implementing employment counseling, training, and placement. The principals in the 25 participating schools, in consultation with their local school councils, will determine the activities most likely to meet their community needs, and will formulate their implementation strategies accordingly. To ensure maximum use of available resources, site-based plans will favor schools working as consortiums to deliver services, will link activities to ongoing state Chapter I and Title I programs and to city-sponsored activities. The 21st Century Community Learning Centers project presents the City of Chicago and the Chicago Public Schools with unique opportunities to collaborate in the development of healthy neighborhoods in which individuals and families can reach their highest potential.

Benefits To Be Gained: Benefits include expanding access to state, federal, and local programs to community residents and forging stronger links among schools and communities.

OERI/ECI Contact: Veda Bright, 202-219-2016
Award No: R287A50014
Project Period: 10/1/95-09-30-98

Clinton County 21st Century Community Learning Center

Contact Person: Mickey McFail
Clinton County Board of Education
Route 5, Box 5035
Albany, Kentucky 42602
(606) 387-6480

Clinton County Schools, located in the deprived portion of Kentucky Highlands rural Empowerment Zone, is implementing a 21st Century Community Learning Center. The Center is offering services centering on the use of interactive telecommunications for education and professional training, including related services (health, nutrition, recreational, summer, cultural and career or job development programs). The distance learning center is directly connected to Berea Community School, with Berea being the hub-site. The Learning Center has the ability to connect directly to Berea College and other school districts across Kentucky. The Learning Center staff are being assisted in planning and carrying out activities by numerous individuals representing the Empowerment Zone, cooperating colleges, and committees, agencies, and councils that are broadly representative of the community. The Center will promote improved economic opportunity, comprehensive community development, and enhanced overall quality of life in the community. It will greatly benefit the educational, health, cultural, employment and placement, and recreational needs of the community. In addition, the Center will serve as a focal point for cooperative efforts of Clinton County's existing services, programs and agencies to improve opportunities and the quality of life in the community. More than 500 individuals, most with no previous opportunity to participate in equivalent activities, will be served annually.

Benefits To Be Gained: Benefits to be gained are (1) increased access to 21st century jobs, job training, and other educational opportunities; (2) development of an educational system that will increase the high school graduation rate to 90 percent by 2004; and (3) increased opportunities for better access to higher education.

OERI/ECI Contact: Seresa Simpson, 202-219-1591
Award No: R287A50006
Project Period: 10/1/95-09-30-98

Project Link

Contact Person: Joan Butler
Starkville School District
401 Greensboro Street
Starkville, Mississippi 39759
(601) 324-4063

The Starkville's "Project Link" is expanding existing services of their "Family Center" by addressing the needs of 500 additional participants residing in poverty in Oktibbeha County. Project Link offers comprehensive programming to provide lifelong learning and support services to families. Services are being provided using a case management approach designed to enhance the physical, social, and educational development of low-income families. Young children through adults are involved with a continuum of programming in a comprehensive effort to break the cycle of poverty. Quality educational, day care, social, and health services are provided for children while adults are given assistance in the areas of literacy, parenting skills, employment counseling, training, and placement. Identified families participate in a comprehensive needs assessment and a Family Service Plan (FSP) is developed by a Case Manager, Family Specialist, and Family Counselor. Services are coordinated with programming offered within the school district and other local community agencies. An Advisory Council forms linkage with the community and serves to guide the program operation.

Benefits To Be Gained: Benefits to be gained are the expansion of available services provided by the Starkville Family Center, specifically cross-agency training and information sharing. The expansion of services will reach an additional 500 participants in Oktibbeha County.

OERI/ECI Contact: Veda Bright, 202-219-2016
Award No: R287A50031
Project Period: 10/1/95-09-30-98

Safe Passages

Contact Person: Jerrylyn Burton
355 Park Place
Brooklyn, New York 11238
(718) 636-3234

Community School District 13, with the support of various agencies, educational institutions, government programs, and businesses, is implementing one main Community Learning site at a junior high school located within the District, with six technologically-linked, satellite learning centers located at six "feeder" elementary schools. Brooklyn is targeting at-risk residents of the Bedford Stuyvesant Community (within the borough of Brooklyn) so they can gain information about, and access to, resources needed for literacy, social, recreational, and physical well-being. Parents of children enrolled in Community School District 13 programs for children (as young as two years old) participate in a supportive project that will assist them with a variety of services and self-development needs until the child is ready for the transition to high school. The program is designed to reach members of the community who are not linked to the school and, therefore, are not necessarily in contact with an intervening agency. Some highlights of the project include: recruiting, hiring, and training unemployed parents to serve as community resource specialists; installation of a Community Mapping Program database, accessible at each site, to provide information about services within the community; an on-line network between the seven learning sites and the downtown Brooklyn Training and Employment Council; a television series of parent education programs and; training and technical assistance in using technology for information access and in-depth skill development through collaborations with technology-based businesses.

Benefits To Be Gained: The benefits to be achieved through "Safe Passages" are: increased utilization of services within the community; increased levels of technological competence in a significant number of Bedford Stuyvesant residents; increased knowledge about parenting and child development; and increased access to employment-related information, training, internships, and placements.

OERI/ECI Contacts: Veda Bright, 202-219-2016 or Seresa Simpson, 202-219-1591
Award No: R287A50040
Project Period: 10/1/95-09-30-98

21st Century Community Learning Center at Edison/Fareira

Contact Person: Ethel K. Goldberg
School District of Philadelphia
21st and the Parkway, Room 204
Philadelphia, Pennsylvania 19103
(215) 299-7842

The School District of Philadelphia is implementing a Community Learning Center at the Thomas Edison High School/John Fareira Skills Center (Edison/Fareira), located in one of the most economically depressed areas of the city. By adding new services to an existing center they will provide more comprehensive and integrated programs to the community. The Center, in collaboration with a nearby city-operated Family Center, will provide academic, vocational, health, social service and cultural programs. While the Family Center focuses primarily on health and social services, the community learning center will concentrate primarily on adult education, vocational counseling, training and job placement, leading to community economic revitalization and empowerment. Working together the following components are being implemented: case management and referrals for needed social service; adult basic education and literacy instruction; expanded library service hours for the community; vocational training in telecommunications and technology; and employment counseling and placement. The project is using Edison/Fareira's computer facilities, television production studio and library to offer training in computer service and repair and multimedia technology and telecommunications. To insure community involvement and participation in this project, the School District has contracted with ASPIRA, a community-based organization, to assist in administering the project's activities in addition to providing other services. In addition, this project will coordinate existing efforts of various community agencies. The enhancement of existing initiatives and the addition of new services will enable the center to provide more comprehensive and integrated programs to the community in an effort to better meet its needs.

Benefits To Be Gained: The benefits to be gained under the adult basic education and literacy component of this project will be the improvement of participants' basic language and mathematics skills, literacy, and English proficiency and, if necessary, aide in obtaining a GED. Increases in parental literacy directly affect the language development of their young children.

OERI/ECI Contact: Seresa Simpson, 202-219-1591
Award No: R287A50019
Project Period: 10/1/95-09-30-98

Sebastian Community Learning Center

Contact Person: S. T. Gonzales
Lyford Consolidated Independent School District
P. O. Box 220
Lyford, Willacy County, Texas 78569
(210) 347-3521 x242

Lyford Consolidated Independent School District is implementing a Community Learning Center in economically depressed Willacy County in the Lower Rio Grande Valley of Texas to provide services to all individuals who need the services. Lyford will also actively recruit participants so that they can avail themselves of the services during the day, night, and on weekends. They are addressing the following needs: literacy - because many adults still do not speak, read, or write English and because of the influx of recent immigrants from Mexico; telecommunications and technology - because of the need to keep up with the latest advancements in these areas to escape the economic depression of the area; parenting skills - because of the number of teenage pregnancies and because so many adults themselves need parenting skills to help their children break out of the cycle of children having children; and employment counseling, training, and placement - because of their high unemployment rate. Lyford hopes to break the cycles of ignorance and unemployment by providing needed social as well as educational services.

Benefits To Be Gained: Benefits to be gained from this grant are: (1) By increasing the literacy rate of parents in the District, the students will recognize the importance of education and be better prepared to enter the work world after completing their education; (2) By receiving telecommunications and technology education, the participants will be better prepared to be successful in today's society because of the mass telecommunications and technological advancements; (3) By providing parents parenting skills, their children will be better nourished, healthier, and educated; and (4) By providing employment counseling, training and placement, participants will stand a better chance of finding a job, thus reducing the unemployment rate.

OERI/ECI Contacts: Veda Bright, 202-219-2016 or Seresa Simpson, 202-219-1591
Award No: R287A50039
Project Period: 10/1/95-09/30/98

THE INSTITUTE'S SPONSORED PROJECTS PROGRAM

This program funds targeted research efforts of immediate need that cut across the interests of one or more Institutes or Federal agencies.

Young Children's Synthesis and Profile Project

Contact Person: Jeanne Brooks-Gunn, Ph.D.
Center for Young Children and Families
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(212) 678-3904

This project is in collaboration with the National Institute of Child Health and Human Development and the Office of Planning and Evaluation in the Department of Health and Human Services.

Over the past 25 years, the early childhood field has established a cumulative knowledge base related to young children's development, the important role good health plays in future learning, and how families, early education and child care, and the general community may contribute to school readiness. This knowledge contributes to the mission and overall design of current public and private initiatives for young children. From initiatives such as Healthy Start and Head Start we have learned much about developmental issues, how to evaluate the efficacy of such programs, and how to design and target interventions towards groups of young children and families. However, past and current initiatives never have been studied in terms of their relevance for future programs, nor in terms of implications for future research, practice, and policy.

The Young Children's Synthesis and Profile Project will conduct an in-depth study and knowledge synthesis of national early childhood initiatives. The project will result in an integration of work and a compilation of lessons learned rather than an encyclopedia of all projects conducted over the past 25 years. All projects to be synthesized will focus on improving child or family well-being. The work will include initiatives designed for children from birth through eight years of age. Specific outcomes of interest for children will be studied and defined in terms of readiness for preschool and school. Readiness includes physical health, cognitive development, social skills, and emotional health. Family well-being will also be examined as an important outcome in and of itself, as well as a contributor to the well-being of children. The initiatives to be studied fall into two categories: (1) Major longitudinal studies of children and families, focusing on how America's children grow and become ready for school and beyond; and (2) Major demonstration programs that exist or are beginning.

The Young Children's Synthesis and Profile Project will have a Steering Committee comprised of representatives of child and family advocacy organizations, researchers, and program administrators. Resulting products will be prepared in a variety of printed and electronic formats, targeted at a variety of audiences.

New Knowledge To Be Gained: Through a synthesis of the literature, interviews with key early childhood researchers and policy makers, and an in-depth study of current early childhood programs, the field will have new knowledge that will:

summarize what has been learned from past national initiatives on the well-being of young children, in terms of physical health, cognitive growth motivation, social competence, language development, emotional health, and relationships;

provide descriptions of what has been learned about family well-being as it relates to the well-being of young children;

determine what can be learned from current initiatives, including developing a profile of current initiatives;

recommend profitable directions for current initiatives; and

recommend future research, practice, professional development, and policy directions based on the knowledge synthesis.

OERI/ECI Contact: Donna Hinkle 202-219-2172
Interagency Agreement Number: IAD-96-0824
Project Period: 09/39/96-09/29/97

The Effect of Comprehensive Interventions on Young Children's Learning and Development

Contact Person: Roxane Kaufmann
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At the end of Fiscal Year 1995, the Substance Abuse and Mental Health Services Administration (SAMHSA), in the U.S. Department of Health and Human Services, awarded grant supplements to eight demonstration communities in order to provide intense, comprehensive health, substance abuse prevention and substance abuse treatment, and mental health services to children from birth through seven years of age and their families. These children have been identified as high risk because their families have, or are at-risk of having, substance abuse and/or mental health problems. The programs previously were serving families and older children. The supplements provided for interventions with children from birth through seven years of age.

In addition to providing actual service interventions to the children and families, SAMHSA funds are used to conduct a cross-site study to determine if the comprehensive interventions are improving the young children's mental health outcomes. The eight sites are located in Birmingham, Al; Los Angeles, Ca; Flint, Mi; Tucson, Az; San Jacinto, Ca; Parsons, Ks; Columbia, SC; and Broadview-Riverview, Il. Approximately 500 families and children are served across the eight sites. Currently, the evaluation plans at the sites do not call for quantitative and qualitative assessments of the children's learning and development as related to school readiness and implications for education and development.

The National Institute on Early Childhood Development and Education (ECI) is contributing funds to SAMHSA in order to conduct a quantitative and qualitative study of children served in a select number of sites. With ECI support, the National Technical Assistance Center for Children's Mental Health at the Georgetown University Child Development Center, and Mathematic Policy Research in Princeton, NJ, will determine if and how the intensive mental health, substance abuse prevention and substance abuse treatment, and health interventions affect the young children's learning and development. This work will gather baseline data related to the recently-funded sites. Years two and three of this agreement will collect data at sites that will be funded by SAMHSA early in Fiscal Year 1997.

In order to carry out the ECI portion of the study in the most rigorous and effective manner, a Steering Committee will be convened. The Steering Committee will consist of up to six members who are interdisciplinary early childhood researchers, service providers, and parents of young children. The Committee will develop criteria for selecting which of the eight sites will be studied, determine the appropriate measures to use with the sample of young children, identify the types of learning and development outcomes to measure, and serve as on-going resources to the project. In addition, ECI funds will cover the costs related to interviewing randomly selected families, analyzing data at the selected sites, assessing randomly selected children, and preparing the findings in different formats for a range of audiences.

Benefits To Be Gained: As a result of this research, we will have a better understanding of what types of interventions and supports work best to enhance school readiness in young children who are at-risk because of their families' substance abuse and mental health problems. We also will have a set of qualitative studies that document and describe how families and young children respond to intensive supports and interventions.

OERI/ECI Contact: Naomi Karp 202-219-1935
Interagency Agreement Number: IAD-96-0820
Project Period: 09/30/96-09/29/99

The Prevention of Reading Difficulties in Young Children

Contact Person: Susan Burns
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Commission on Behavioral and Social Sciences and Education
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(202) 335-3026

This study is being conducted by the National Academy of Sciences, with funding from the Early Childhood Institute, the Office of Special Education Programs, and the National Institute on Child Health and Human Development. The activities include a synthesis of the reading research from cognitive science, developmental psychology, special education, general education, and related fields. The comparative effectiveness of existing modes of prevention, program intervention, and instructional techniques used with populations of children at-risk for reading difficulties will be determined. The major policy implications of the research will be highlighted, as will future research and practice directions. Materials will be prepared for practitioners and parents.

New Knowledge To Be Gained: This work will provide information on factors associated with reading difficulties stemming from cognitive, perceptual, neurological, and environmental causes; evaluate a range of successful interventions for children at risk of reading failure, and provide knowledge about key research findings that should be integrated into intervention programs; highlight the strengths and limitations of specific interventions for particular groups of children; highlight effective organizational structures, capacity-building strategies, support systems, and learning environments that are conducive to good instructional practice, proper diagnosis, and effective interventions for children at risk of reading problems; and draw out the major policy implications of the research findings in such areas as prevention, inclusion, and categorical programs.

OERI Contact: Naomi Karp 202-219-1935
Interagency Agreement Number:
Project Period: 2/01/96-11/30/97

READY-TO-LEARN TELEVISION

The Ready-To-Learn Program provides assistance for the development, production, and distribution of educational and instructional video programming for preschool and elementary school children and their parents in order to reach the National Education Goals. The Ready-To-Learn Television Program is funded through OERI's Fund for the Improvement of Education (FIE).

Ready-To-Learn Television

Contact Person: Peggy O'Brien
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Corporation for Public Broadcasting
901 E Street, NW
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The Corporation for Public Broadcasting (CPB), with help from a five-year grant from the National Institute on Early Childhood Development and Education, is developing and producing 40 episodes of "Dragon Tales," a daily animated half-hour preschool series which will help children develop life skills necessary for learning. Targeted to children ages 2-5, an estimated 10 million children will view the series on a regular basis. The producers will also create brief between-program spots for television and radio, along with an interactive Internet component for children and families. "Show and Tell Me," the related weekly series for parents and other caregivers, will be designed to educate parents and caregivers about ways they can help children be prepared for schooling. It is anticipated that three million adults will tune into this series on PBS. "Dragon Tales" and "Show and Tell Me" will air on public television in the 1997-1998 season. Public broadcaster WGBH Boston, in partnership with Sirius Thinking, Inc., also received a grant to develop and co-produce 40 episodes of an innovative half-hour daily literacy series, "Between the Lions," for 4 to 7 year-olds. In addition, WGBH will produce a related 13-part weekly half-hour series, "Kids and How to Grow Them," for parents and caregivers, along with an interactive on-line component for the Internet. Both shows will air on public TV beginning in the 1998-1999 season. U.S. Department of Education funds have also been used to expand CPB's "First Book" free book program from three participating stations to 48 stations. These stations have distributed more than 300,000 books to disadvantaged children.

Benefits To Be Gained: Ready-to-Learn Television seeks to enhance the learning and development of young children and their families who speak English as a second language through educational television programming. Ancillary materials that reflect education principles and objectives by which children learn and develop are provided in both languages. Universal access to all Americans is provided through free programming that is closed captioned, and employs descriptive video when possible and appropriate. Ready-to-Learn also provides educational materials that suggest learning techniques and activities that families can use with their children.

OERI/ECI Contact: Joe Caliguro 202-219-1596
Award No:R295A50001
Project Period:09/01/93-02/28/98

JEFFERSON COUNTY'S PROJECT JUMP START

The Jefferson County's Project Jump Start grant was awarded under OERI's Fund for the Improvement of Education's (FIE) unsolicited authority. Because Project Jump Start is for an integrated deliver system of early childhood education, development, and related services. Funds will support a district-wide program to coordinate existing Title I, local education programs, and Head Start services. This grant is being monitored by the Early Childhood Institute.

Project Jump Start: A Preschool Approach to Reinventing Education

Contact Person: Marty Bell
Community Development
Jefferson County Public Schools
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Louisville, Kentucky 40232-4020
(502) 485-3949

Jefferson County Public Schools' Project Jump Start, a preschool approach to reinventing education, is a program which provides a developmentally appropriate preschool education for eligible children (four-year olds whose families meet income guidelines for free lunch under the National School Lunch Program); coordinates medical, mental health, and social services to these children and their families; and promotes interagency collaboration among organizations serving these children. This is a research project on the effects of the Jump Start Program upon the performance of low-income elementary students on authentic assessments, and field research upon the capacity of the parents of elementary students to make decisions about educational programs that support local school desegregation. The project proposes to address two issues: (1) the inclusion of low-income, single parents and significant adult male caregivers in selecting schools of choice to support local school desegregation; and (2) the lack of knowledge about the performance of elementary students who have received preschool education on authentic assessments. The intent of this project is to show that authentic assessments provide valid information about the impact of early childhood education on the academic achievement of at-risk students.

New Knowledge To Be Gained: The Project will contribute knowledge and understanding about the academic achievement of at-risk students who have been in early childhood programs as measured by authentic assessments. It also will contribute knowledge and understanding about how parents of children in early childhood education can increase their decision making capability to select programs of choice as their children enter kindergarten and elementary schools, including an increase in the number of adult male caregivers.

OERI Contact: Seresa Simpson, 202-219-1586
Award No: R215U60012
Project Period: 10/01/96-09/30/00

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ILLINOIS

Chicago Public Schools
Chicago, Illinois
(21st Century Community Learning Centers Program)

KENTUCKY

Clinton County Board of Education
Albany, Kentucky
(21st Century Community Learning Centers Program)

Jefferson County Public Schools
Louisville, Kentucky
(Fund for the Improvement of Education Program)

MARYLAND

University of Maryland
College Park, Maryland
(Field-Initiated Studies Program)

MASSACHUSETTS

Boston University
Boston, Massachusetts
(Field-Initiated Studies Program)

MISSISSIPPI

Starkville School District
Starkville, Mississippi
(21st Century Community Learning Centers Program)

NEW YORK

New York City Public Schools, Community School District 13
Brooklyn, New York
(21st Century Community Learning Centers Program)

NORTH CAROLINA

University of North Carolina
at Chapel Hill, NC
(National Educational Research and Development Center Program)

University of North Carolina
at Chapel Hill, NC
(Field-Initiated Studies Program)

OHIO

Children's Hospital Medical Center
Akron, Ohio
(Field-Initiated Studies Program)

PENNSYLVANIA

School District of Philadelphia
Philadelphia, Pennsylvania
(21st Century Community Learning Centers Program)

TEXAS

Lyford Consolidated Independent School District
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